

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Marne Berkvam

Official School Name: Lakeville North High School

School Mailing Address:
19600 Ipava Avenue West
Lakeville, MN 55044-7241

County: Dakota State School Code Number*: 241-325

Telephone: (952) 232-3601 Fax: (952) 469-3367

Web site/URL: www.lnhs.isd194.k12.mn.us E-mail: mlberkvam@isd194.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Gary Amoroso

District Name: Lakeville School District # 194 Tel: (952) 232-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Judy Keliher

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 9 | Elementary schools |
| 3 | Middle schools |
| | Junior high schools |
| 2 | High schools |
| 1 | Other |
| 15 | TOTAL |

2. District Per Pupil Expenditure: 8341

Average State Per Pupil Expenditure: 8920

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|-------|------------|--------------|--|-------|------------|--------------|-------------|
| PreK | | | 0 | 7 | | | 0 |
| K | | | 0 | 8 | | | 0 |
| 1 | | | 0 | 9 | 261 | 208 | 469 |
| 2 | | | 0 | 10 | 221 | 207 | 428 |
| 3 | | | 0 | 11 | 240 | 222 | 462 |
| 4 | | | 0 | 12 | 223 | 203 | 426 |
| 5 | | | 0 | Other | | | 0 |
| 6 | | | 0 | | | | |
| | | | TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | 1785 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
4 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 11 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 42 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 53 |
| (4) | Total number of students in the school as of October 1. | 1763 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.030 |
| (6) | Amount in row (5) multiplied by 100. | 3.006 |

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 18

Number of languages represented: 5

Specify languages:

English-Creolized, Malayan, Somoli, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 107

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 127

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|---------------------------------|--|
| <u>8</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>2</u> Deafness | <u>31</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>38</u> Specific Learning Disability |
| <u>25</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>3</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>15</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>5</u> | <u>0</u> |
| Classroom teachers | <u>84</u> | <u>13</u> |
| Special resource teachers/specialists | <u>2</u> | <u>0</u> |
| Paraprofessionals | <u>17</u> | <u>1</u> |
| Support staff | <u>2</u> | <u>17</u> |
| Total number | <u>110</u> | <u>31</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 94% | 94% | 94% |
| Daily teacher attendance | 92% | 92% | 95% | 95% | 95% |
| Teacher turnover rate | 7% | 16% | 7% | 5% | 14% |
| Student dropout rate | 1% | 1% | 1% | 1% | 1% |

Please provide all explanations below.

Our district began using electronic software to track daily teacher attendance beginning in 2005-2006.

Budget adjustments of \$7.3 million occurred in 2006-2007 showing a higher teacher turnover rate.

In 2003-2004, Lakeville High School split to two high schools.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

| | | |
|--|------------|---|
| Graduating class size | 421 | |
| Enrolled in a 4-year college or university | 71 | % |
| Enrolled in a community college | 14 | % |
| Enrolled in vocational training | 5 | % |
| Found employment | 2 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 4 | % |
| Unknown | 4 | % |
| Total | 100 | % |

PART III - SUMMARY

Lakeville North High School is committed to excellence. A South Suburban school district, LNHS is located approximately 25 minutes outside of the Minneapolis/Saint Paul Metropolitan Area. The district student population has doubled in the past decade to over 11,100 students; Lakeville North High School currently serves approximately 1,800 of these students. Students have benefited academically, artistically, and athletically through creative programming, diverse course offerings, and a plethora of after school activities and clubs.

Lakeville North staff members dedicate themselves to academic achievement of all students. In the past year ACT average test scores have been raised from a composite 22.6 to 23.9, an average that is consistent with many private and elite schools in Minnesota. LNHS has been named a Newsweek Top School, ranking among the highest in the state and country for percentage of students taking AP exams. Currently 77% of LNHS students taking AP exams score a 3 or higher. National Merit Semifinalists have doubled from 5 to 10 in the last two years and the school has made a commitment to increase the number of semifinalists and finalists. Lakeville North continues to dedicate staff development resources to analyze data and increase above average Minnesota Comprehensive Assessment (MCA) results in reading, writing, and mathematics; in addition, Lakeville North staff is committed to collecting and analyzing data to continuously improve curriculum and instruction, which results in an increase in student achievement.

In addition to academics, dedication to the arts is proven through diverse course offerings. Through these courses, students have received numerous accolades at the local, state, and national level. Over 900 students participate in the highly commended music programs. The LNHS Marching Band, which includes over 300 students, has participated in the prestigious Rose Bowl parade, an invite that only elite programs have been offered since its inception. They were invited to participate in the 2005 Presidential Inauguration and currently are the only non-military marching band to march at Pearl Harbor. Furthermore, LNHS students have been awarded individual national championships in Speech, Debate, and DECA. The LNHS Mock Trial Team is the current state champion and only team from Minnesota that participated at the national championship. The acclaimed Theater/Drama Department produces over three productions annually and has received prestigious local, regional, and state awards. The Lake Conference has recognized Lakeville North High School's Art Department with multiple Scholastic Arts Awards. Last year, LNHS participated in state competition at the team and individual level in Science Olympiad, Quiz Bowl, and Youth In Government.

LNHS is well-known for providing quality programming and coaching in the area of athletics. The Minnesota State High School League has named LNHS a top ten program in athletics through the Challenge Cup. In the last five years, LNHS has achieved state titles in boys swim and dive, baseball, alpine ski, softball, and competition cheerleading. Last year alone LNHS had state tournament participants in volleyball, boys and girls basketball, danceline, boys and girls swimming, football, softball, soccer, cross country, nordic ski, adaptive soccer, and track. A captain's training program has been instituted to increase leadership, promote positive decision-making, and enhance academic achievement. Lakeville North athletes have received many local, regional, and state academic awards.

The Mission Statement is a collaborative effort, created by staff, students, and community members. It states: "Lakeville North High School is committed to creating a community that instills integrity and challenges students to reach their individual potential."

The LNHS motto is: "every student counts; every staff member counts." The motto unifies decision-making and creates an atmosphere in which everyone feels valued.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

LNHS believes not only in assessment of learning, but also in assessment for learning. While the staff takes pride in student success on standardized tests, they also analyze assessment data to inform their instruction to better meet the needs and raise the achievement level of all students.

LNHS participates in the Minnesota Comprehensive Assessments (MCA-IIs) to determine the school's proficiency in reading in grade 10 and mathematics in grade 11 as well as its annual Adequate Yearly Progress (AYP) status. Scores are disaggregated by sub groups and categorized as Does Not Meet, Partially Meets, Meets, or Exceeds standards. Proficiency is defined as a score in the Meets or Exceeds categories. Further, performance is tracked from year to year to establish patterns of high, medium, or low growth within each subgroup.

In 2008, 85% of 10th grade students scored at the proficient level on the MCA-II reading test, up from 79% in 2007. This is in contrast to 71% of the state's students earning a proficient score. LNHS has also outperformed the state mathematics averages. Fifty-three percent of students scored at the proficient level, as opposed to 34% of the state's students. Further, performance has increased since 2006, when 47% of LNHS students were determined proficient.

Effective 2008, all students must pass the GRAD (Graduation Required Assessment for Diploma) embedded in the MCA-IIs for written composition, reading, and math to earn a diploma. LNHS students performed very well on the 2008 GRAD tests of written composition and reading, with 98% of 9th graders proficient in writing and 89% of sophomores proficient in reading. Acceleration opportunities are offered to students who are not meeting standards and retests are given until each student earns a passing score. Students will take their first GRAD mathematics exam in the spring of 2009.

State assessment results can be viewed on the Minnesota Department of Education website:
<http://education.state.mn.us/ReportCard2005/index.do>

Because of concerted efforts by the school faculty to increase student achievement, LNHS teachers participate in vertical teams in all curricular areas to align curriculum to state standards and create articulated course sequences from grade 9-12. Test data is analyzed to inform instruction as well as to help teachers evaluate their programs for strengths and areas for growth.

While the MCA-IIs provide data for program analysis, LNHS analyzes the results of other assessments as well. Lakeville's comprehensive assessment plan includes administering the PLAN to all students in grade 10 to provide information to help staff better meet the needs of individual students. In addition, LNHS tracks and analyzes students' Advanced Placement (AP), ACT, PSAT, and other assessment scores.

Eighty-one percent of seniors take the ACT exam and outperform their peers both in Minnesota and the US. In 2008, MN was the top performing state in the nation on the ACT. The five-year trend shows LNHS students increasing from a composite average of 22.7 in 2004 to 23.9 in 2008. The English average for 2008 was 22.8, while the MN average was 21.9. In math, LNHS students increased from an average of 22.9 in 2007 to an average of 23.8, versus MN's average of 22.6.

Approximately 40% of the senior class participates in AP classes. In 2008, 719 AP scores were reported, with 77% earning a 3, 4, or 5 and qualifying for college credit. Of the qualifying scores, 19% earned the highest score possible.

LNHS is proud of its students' performance on multiple assessments, but acknowledges there is always room for growth and continuous improvement. The school community is dedicated to utilizing both state and district testing as well as classroom assessments to inform instruction and increase the achievement level of all students.

2. Using Assessment Results:

LNHS uses data to document and improve teaching and learning. The data, including state reports, summative and formative assessments, and college aptitude tests, is disaggregated and analyzed by teachers. Through collaboration, assessments are utilized by staff to drive curriculum decisions, course content, and student course selection. Secondary and Post-Secondary planning is developed based on the academic and career planning information from the EXPLORE, PLAN, and ASVAB assessments. Each student is required to take these tests prior to graduation from LNHS. LNHS proactively created a data committee to provide resources and support for teachers. Teachers meet monthly in Professional Learning Communities to discuss and implement instructional improvement based on the data. ACT's "Standards for Transition" program is used to increase student achievement levels while closing achievement gaps. LNHS used the enhanced support from the program to successfully improve the reading levels of special education students after not making AYP four years ago.

Essential learnings were created for each course at LNHS based on assessment results and state standards. These essential learnings are the baseline for student achievement. All essential learnings are continuously revisited to determine progress and needs based on assessment results.

LNHS uses several forms of data, in addition to academic achievement, as indicators of student success. The Minnesota Student Survey assesses chemical, mental, and behavioral health needs. The results determined a need to create programs including a Chemical Health Advisory Council and Captain's Training Program. These programs created a partnership with the community to proactively address the needs of all students, as each student's achievement can be based on factors outside of the school environment. The Challenge to Change week was also instituted by school and community leaders in an effort to bring awareness to students about the consequences of poor decision-making. This week includes a mock car crash, impact speakers, statistics relating to teen issues, and a simulated drunk driving trial with a judge from the community.

3. Communicating Assessment Results:

LNHS recognizes it is critical to use student data to engage community support and build community understanding.

Lakeville Area Public Schools publishes an annual report detailing assessment results and other indicators of student achievement. This report is easily accessible to the community via the district website. Additional modes of communication are utilized to provide information including: the school newsletter, school profile, district and school listserv, School House Magazine (guide to Minnesota schools), publicly broadcast and podcast school board meeting presentations, Chamber of Commerce meetings, Rotary meetings, and parent organizations. All electronic information can be translated directly into a family's language of origin on the district website.

Something unique to LNHS, to create higher levels of personal communication with students and parents, is the dean system and the advisor/advisee program. The deans work closely with students and families during their high school experience to maximize school achievement and post-secondary opportunities. Assessment data is disseminated through the deans to help students interpret test results including: MCA/GRAD, PLAN, PSAT, ACT, SAT, AP, NWEA, and ASVAB. Using this testing information, the deans guide the students in decision-making for course selection and post secondary planning. Advisors support the dean model by working closely with students and their deans to ensure that assessment data is communicated and understood by students.

Parents and students have electronic access to all assessment results and student performance information via a secure portal website. Parent and teacher conferences, telephone calls, midterm reports, and email correspondence provide opportunities for parents to receive detailed information on their student's performance and participation.

4. Sharing Success:

LNHS shares success through a variety of mediums. LNHS highlights school successes and high performance results through print and electronic resources, local news media, and via the LNHS website. Information is communicated to other schools and the public through the district's annual report on curriculum, the strategic plan, the MN State Report Card, and the LNHS school profile.

Monthly K-12 administrative meetings and weekly LNHS administrative meetings are instituted to collect and share information regarding new initiatives, individual success, and programming improvements. Monthly meetings are held between the Lake Conference Administrators. Information is shared regarding the successes of various team and individual programs.

LNHS has been recognized as a model for career planning. The Career Planning Portfolio provides students with an opportunity, beginning in their freshman year, to evaluate career options. Many schools have visited LNHS to duplicate this system. Northside Printing has also received state recognition. This program was developed to educate students about all aspects of the printing industry.

Staff development opportunities are provided throughout the year to encourage staff to share their knowledge and expertise. This allows staff the opportunity to share innovative programs and/or instructional strategies with other schools. Teachers and administration participate and present at regional and national conferences.

LNHS values collaboration and partnerships. LNHS and Inver Hills Community College partner to further business and technology through the Carl Perkins Grant. Additionally, the Business Education Committee partners with the Chamber of Commerce to host a yearly Career Jamboree to capitalize on intergenerational dialogue. This provides opportunities for students to build relationships with businesses professionals. Staff members are currently working with Carleton College to increase literacy best practice. Students from St. Olaf College provide tutoring opportunities for AVID students. Lakeville and a neighboring community have partnered to address integration, equity, and diversity needs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

LNHS provides students with a wide array of curricular offerings to support college preparation and world of work skills. With 21 Advanced Placement courses, 13 Honors courses, and over 100 elective offerings from curricular areas highlighted or from the departments of Business, Marketing and Technology, Cooperative Career Training, Family and Consumer Science, Industrial Technology, Health, and Physical Education, students have the opportunity to pave a path toward their chosen career. Students may choose a 'traditional' six period day, or may enhance their learning by registering and attending an 'early bird' seven period day. One third of the student body is enrolled in early bird classes each semester, with approximately 65% of students engaging in extra classes at some time throughout their high school career. An appropriate course of study for each student is developed in conjunction with the career and education portfolio curriculum, leading to successful post-secondary preparation.

Communications: Students learn the skills necessary for effective communication. The approach to language study is based on the assumption that language is primarily oral communication, that writing is visual symbolism of language itself, and that literature is humanity's highest and most complex form of written language. Students are required to take four years of Communications courses. Course offerings include courses in literature, writing, oral communication, visual communication, and journalism. Honors, AP Language, and AP Literature are offered for acceleration.

Mathematics: Students learn and develop logical thinking, mathematical skills, and applications in algebra, geometry, statistics and calculus courses. Learning of mathematics is an active, collaborative process that balances computation, procedures, and problem solving. Emphasis is placed on course readiness with several opportunities for acceleration. All students are required to complete three years of math that must include Intermediate Algebra, Geometry, and Algebra 2. Three Honors courses, Pre-Calculus, AP Calculus AB, and AP Statistics are also offered.

Science: Students learn the nature of the world around them through the study of science. Each course is lab and activity oriented with offerings in biology, anatomy and physiology, chemistry, environmental/ecology, forensics, geology and space systems, and physics. All students are required to complete three years of science. In addition, students can choose Honors courses, AP Chemistry, AP Biology, AP Physics, and AP Environmental Science.

Social Studies: Students learn skills and knowledge to assume an effective role in our ever-changing society and world through the study of United States government and history, world history and geography, and economics. All students are required to complete three and a half years of social studies. Additional course offerings include: art history, European history, human geography, macroeconomics, sociology, criminal justice, psychology, government and politics, and humanities. The social studies department offers 9 Advanced Placement courses.

Fine Arts: Students are required to complete one year of fine arts courses.

Visual: Students learn artistic foundations and processes of creating, performing and presenting, responding and critiquing at each of three levels of drawing, painting, ceramics, photography, and graphic art and design. Culminating courses for students in the arts include AP Art History and AP Studio Art.

Performing: Students learn performance skills through their participation in concert, marching, or jazz band; choir at four different levels; guitar; or keyboard. Courses range from a generalized music appreciation course to an AP Music Theory course for those with a serious interest in music as a career.

World Language: Students learn language skills and cultural perspectives in Spanish, French, and American Sign Language. Instruction in reading, writing, listening, and speaking is provided at four levels in French and Spanish and three levels in American Sign Language. Enrichment opportunities are available through four Honors courses and intensive studies abroad.

2b. (Secondary Schools) English:

English is not simply another subject, but rather it is the core for communicating across all subject areas and outside the school walls. The goal of the language arts curriculum is to develop independent thinkers who can interpret and analyze information through reading, writing, and oral communication.. This is the primary reason LNHS has a Communications Department instead of an English Department. Currently, all Communications teachers use data to improve instruction. Information from classroom assessments, AP assessments, MCA assessments, and NWEA assessments have guided teachers to create a plan that has clear goals.

The Communications Department Goals are:

- Differentiation- To engage students through a variety of course offerings and differentiated learning styles
- Literacy- To develop mastery of basic and high-level reading and writing principals
- Achievement- To increase student achievement through developing students' analytic abilities
- Life-long Learners- To create and procure effective readers, speakers, writers, and communicators

The Communications Department's dedication to providing opportunities for students has created classes for students to thrive in the areas of literature, language, theater, yearbook, newspaper, media arts, Advanced Placement, Honors, and team-taught acceleration. In an effort to accelerate all LNHS students, a committee of teachers across the curriculum was created in 2005 to analyze post-secondary entrance exam results in conjunction with course offerings and diverse needs.

LNHS has developed an integrated research approach to meet the literacy goal. Based on developmental needs of the school and the changing needs of the LNHS student population, by the end of the 2009-2010 school year 100% of the teaching staff will have received training and applied a reading intervention or acceleration strategy.

LNHS has also worked with author Michael Perry, author of Population 485, to create a community approach to reading. Students in multiple classes read and attended discussions with the author providing a real like-life connection to literature.

3. Additional Curriculum Area:

An exciting and unique educational component at LNHS is a comprehensive, four year education and career-planning curriculum. Students are engaged in a variety of activities designed to enable them to choose a career which best corresponds with their talents, interests, and abilities. This school-wide curriculum is the cooperative effort of the career coordinator, teachers, advisors, and deans in cooperation with Lakeville community and businesses partners. Part of this investigation is an entire day each year called, "Opportunities Day" which is devoted to a culminating career investigation event for each grade level.

In grade 9, students work closely with advisors and deans to plan course choices for the remainder of their high school career based on these educational goals. On Opportunities Day, all freshmen attend presentations highlighting elective courses.

The focus in grade 10 is an exploration of academic strengths and career interests through the use of the PLAN test. On Opportunities Day, all sophomores receive counseling on these results, research careers on-line from the Minnesota Career Information System, and attend information sessions with college representatives and current college students.

To further cultivate career interests, students in grade 11 attend a career jamboree to interview local business representatives and community professionals. These sessions are designed to allow students to gain insight on careers to prepare them for future employment. In addition, Juniors take the ASVAB test and meet in small groups with their dean to complete the interest inventory portion of the test and choose a workplace tour to attend on Opportunities Day based on these results. In the spring, juniors have a full class seminar followed by a one-to-one meeting with their dean to review all career portfolio elements and solidify post secondary plans.

Once seniors have explored their interest areas, they participate in an 'exit' interview with business professionals to practice and refine their interviewing skills. On Opportunities Day, seniors participate in a full day job shadow in their area of interest as the culminating learning experience of the career portfolio curriculum.

4. Instructional Methods:

Instructional methods at LNHS are guided by the inherent belief that all students can learn. Teachers hold high expectations for all students and individualize instruction. First and foremost, teachers build relationships with students in order to understand their individual ability levels. This knowledge guides teachers in instructional practice so students can progress in an effective direction and maximize their learning opportunities. Individualized learning is then facilitated in classrooms through the use of differentiated, student-centered approaches to instruction. These approaches include various research-based instructional methods: direct instruction, guided practice, discussion, student-led projects, flexible grouping, presentations, labs, and technology integration. LNHS provides options for students to build success. Team taught courses, curriculum enhancement, modified curriculum, and differentiated instruction allows students to obtain a personalized learning experience. Additionally, teachers form partnerships with the community to provide real world experiences for students.

Philosophically, LNHS believes that collaboration yields the best results. Administrators, teachers, and staff seek opportunities to work with others inside and outside the district. Learning from one another has increased the intellectual capital of the building by exchanging ideas, strategies, and viewpoints that benefit instruction. Teachers also utilize curriculum mapping to ensure proper scope and sequence for students to maximize their learning. This process identifies what students can learn in the amount of instructional time given. However, maps are not just a data collection tool, but they are used by staff to ensure a dynamic, viable, and appropriate curriculum for each student in each course. Maps provide a framework for teachers to evaluate like-courses, share ideas, improve instruction, and increase student achievement. Such teacher collaboration allows students to progress through various courses and provides opportunities for students to reach their academic potential. Additionally, gaps and redundancies were eliminated in almost every curricular area, which enables teachers to reinforce student learning.

5. Professional Development:

Professional Development is a vital component of the success of LNHS. The philosophy is based in four core organizational frameworks: site-based decision making, curriculum collaboration cycle and PLCs, observations, and the new teacher induction program.

The development of staff at LNHS is rooted in collaboration through the use of Professional Learning Communities. In addition to using this time to improve instructional strategies, novice and master teachers

collaborate to improve overall practice through: essential learning development, mapping, formative assessment, data analysis, and SMART goals.

A site council was created to identify professional development needs to support staff in their growth process. The council surveys the staff annually to determine growth areas to meet individual, building, and district improvement goals and differentiate instructional opportunities based on this information. Staff is provided opportunities to attend subject-specific conferences and workshops to address individual course and content area needs.

Administrators use a research-based, Charlotte Danielson Model to complete formal observations of staff and provide practical and individualized feedback. While many schools have adopted the Charlotte Danielson model, LNHS developed an observation process and protocol rooted in Danielson's pedagogy to specifically meet the needs and challenges of the teachers. Staff uses this information to reflect on their current practice and set personal goals for improvement.

The LNHS teacher induction program was developed by experienced teachers to facilitate the transition of novice teachers. The ongoing training educates staff to better understand the resources, curricula, procedures, school culture, and needs of students at LNHS. The goals of this program are to: cultivate and refine skills and best practices, gain confidence and competence as an educator through peer coaching, develop the ability to reflect on one's own teaching, and establish a productive and positive school climate. Focus is given to the development of skills in: classroom management, communication, effective instruction, curriculum development, differentiation, and effective record keeping. These staff members receive on-going support through their mentors and weekly meetings with the administration.

6. School Leadership:

The importance of communication is fundamental in leadership. Students, parents, staff, and community are critical stakeholders in communication that is two way in both theory and practice. Each year at LNHS the vision, mission, and goals are communicated to all stakeholders. LNHS values cooperative leadership that empowers staff members to achieve high standards based on these fundamental values. The principal empowers staff members to create programs, establish policies, build relationships, and utilize resources that will enhance student achievement.

Feedback is essential for students to make progress. The staff at LNHS communicates with each student daily, providing praise and constructive criticism. Teachers must also be provided a framework for feedback and evaluation. Probationary and tenured teachers receive feedback by administration through the Charlotte Danielson observation model. Daily walk-throughs provide an opportunity to reinforce attention to a focus on instruction and learning in the school's improvement plan.

The relationship a school community cultivates will provide the greatest impact on student achievement and teacher performance. Strong leadership is needed in this area in order to develop a sense of trust where students and staff feel supported, cared for, and appreciated. Without strong relationships, students and staff will be hesitant to take risks, challenge themselves, engage in the decision making process, and participate in the school community. All community members share in successes and feel welcomed.

LNHS values collaboration by working towards a common goal for student success. The efforts are shared among students, parents, staff, and community. Faculty members have the opportunity to collaborate and discuss student progress and needs through Professional Learning Communities, the School Improvement Team, Department Chair Meetings, and the North Administration Team.

Listening comes first and implementation and refinement for results follows.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: MCA

Edition/Publication Year: 2003

Publisher: Pearson Assessment

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Meets plus % Exceeds | 85 | 79 | 83 | 93 | 90 |
| % Exceeds | 47 | 43 | 47 | 14 | 13 |
| Number of students tested | 451 | 415 | 424 | 831 | 757 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 7 | 5 | 11 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Meets plus % Exceeds | 60 | 44 | 55 | 73 | 0 |
| % | | | | | |
| Number of students tested | | | | | |
| 2. Racial/Ethnic Group (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 2003

Grade: 10 Test: MCA
Publisher: Pearson Assessment

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Meets plus % Exceeds | 85 | 79 | 83 | 93 | 90 |
| % Exceeds | 47 | 43 | 47 | 14 | 13 |
| Number of students tested | 451 | 415 | 424 | 831 | 757 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 7 | 5 | 11 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Meets plus % Exceeds | 60 | 44 | 55 | 73 | 0 |
| % Exceeds | 27 | 15 | 25 | 5 | 0 |
| Number of students tested | 15 | 34 | 20 | 40 | 30 |
| 2. Racial/Ethnic Group (specify subgroup): Asian | | | | | |
| % Meets plus % Exceeds | 82 | 69 | 67 | 58 | 0 |
| % Exceeds | 53 | 31 | 44 | 0 | 0 |
| Number of students tested | 17 | 13 | 9 | 12 | 10 |
| 3. (specify subgroup): Hispanic | | | | | |
| % | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Proficient plus % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Subject: Reading
Edition/Publication Year: 2003

Grade: 10 Test: MCA
Publisher: Pearson Assessment

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Meets plus % Exceeds | 85 | 79 | 83 | 93 | 90 |
| % Exceeds | 47 | 43 | 47 | 14 | 13 |
| Number of students tested | 451 | 415 | 424 | 831 | 757 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 7 | 5 | 11 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Meets plus % Exceeds | 60 | 44 | 55 | 73 | 0 |
| % Exceeds | 27 | 15 | 25 | 5 | 0 |
| Number of students tested | 15 | 34 | 20 | 40 | 30 |
| 2. Racial/Ethnic Group (specify subgroup): Asian | | | | | |
| % Meets plus % Exceeds | 82 | 69 | 67 | 58 | 0 |
| % Exceeds | 53 | 31 | 44 | 0 | 0 |
| Number of students tested | 17 | 13 | 9 | 12 | 10 |
| 3. (specify subgroup): Hispanic | | | | | |
| % Meets plus % Exceeds | 57 | 60 | 50 | 73 | 0 |
| % Exceeds | 36 | 10 | 0 | 0 | 0 |
| Number of students tested | 14 | 10 | 6 | 11 | 10 |
| 4. (specify subgroup): Black | | | | | |
| % Meets plus % Exceeds | 80 | 64 | 72 | 81 | 0 |
| % Exceeds | 27 | 18 | 29 | 19 | 0 |
| Number of students tested | 15 | 11 | 7 | 16 | 14 |

Notes:

Subject: Reading
Edition/Publication Year: 2003

Grade: 10 Test: MCA
Publisher: Pearson Assessment

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Meets plus % Exceeds | 85 | 79 | 83 | 93 | 90 |
| % Exceeds | 47 | 43 | 47 | 14 | 13 |
| Number of students tested | 451 | 415 | 424 | 831 | 757 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 7 | 5 | 11 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Meets plus % Exceeds | 60 | 44 | 55 | 73 | 0 |
| % Exceeds | 27 | 15 | 25 | 5 | 0 |
| Number of students tested | 15 | 34 | 20 | 40 | 30 |
| 2. Racial/Ethnic Group (specify subgroup): Asian | | | | | |
| % Meets plus % Exceeds | 82 | 69 | 67 | 58 | 0 |
| % Exceeds | 53 | 31 | 44 | 0 | 0 |
| Number of students tested | 17 | 13 | 9 | 12 | 10 |
| 3. (specify subgroup): Hispanic | | | | | |
| % Meets plus % Exceeds | 57 | 60 | 50 | 73 | 0 |
| % Exceeds | 36 | 10 | 0 | 0 | 0 |
| Number of students tested | 14 | 10 | 6 | 11 | 10 |
| 4. (specify subgroup): Black | | | | | |
| % Meets plus % Exceeds | 80 | 64 | 72 | 81 | 0 |
| % Exceeds | 27 | 18 | 29 | 19 | 0 |
| Number of students tested | 15 | 11 | 7 | 16 | 14 |

Notes:

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 11 Test: MCA
Publisher: Pearson Assessment

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Meets plus % Exceeds | 53 | 52 | 47 | 86 | 88 |
| % Exceeds | 24 | 22 | 19 | 12 | 8 |
| Number of students tested | 401 | 405 | 410 | 698 | 660 |
| Percent of total students tested | 99 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 15 | 12 | 5 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Meets plus % Exceeds | 19 | 27 | 33 | 57 | 0 |
| % Exceeds | 11 | 9 | 8 | 4 | 0 |
| Number of students tested | 27 | 11 | 12 | 23 | 19 |
| 2. Racial/Ethnic Group (specify subgroup): Asian | | | | | |
| % Meets plus % Exceeds | 50 | 29 | 44 | 70 | 0 |
| % Exceeds | 25 | 14 | 11 | 0 | 0 |
| Number of students tested | 12 | 7 | 9 | 10 | 19 |
| 3. (specify subgroup): Hispanic | | | | | |
| % Meets plus % Exceeds | 13 | 0 | 38 | 0 | 0 |
| % Exceeds | 13 | 0 | 0 | 0 | 0 |
| Number of students tested | 8 | 7 | 8 | 7 | 3 |
| 4. (specify subgroup): Black | | | | | |
| % Meets plus % Exceeds | 20 | 40 | 20 | 53 | 0 |
| % Exceeds | 0 | 0 | 0 | 6 | 0 |
| Number of students tested | 15 | 5 | 10 | 17 | 10 |

Notes: